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ABSTRACT

This is an annotated bibliography of reports and reprints issued during 1974 by the Department of Educational and Psychological Research, Malmo School of Education. The reports are listed alphabetically by author. Each title is followed by brief annotations or abstracts in English. Languages used in the original reports are English, German, and Swedish. Approximately 100 references are included. (Author/JS)

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SOME 1974 REPORTS AND REPRINTS FROM MALMÖ SCHOOL OF EDUCATION: AN ANNOTATED BIBLIOGRAPHY

Some 1974 reports and reprints from Malmö School of Education: An annotated bibliography. Pedagogisk dokumentation (Malmö, Sweden: School of Education), No. 34, 1974.

A number of reports and reprints issued during 1974 by the Department of Educational and Psychological Research, Malmö School of Education, are listed with brief annotations or abstracts in English. Languages used in the original reports are English, German, and Swedish. In this bibliography, the original title is always given. If this title is in German or Swedish, an English translation follows in brackets. About 100 references are included. (Earlier annotated bibliographies within the "Pedagogisk dokumentation" series are to be found in Nos. 3, 8, 15, and 23.)

Keywords: Educational research, Sweden; documentation; bibliography.

Almgren E. et al. Forskning kring social fostran. /Research on social training./ Reprint, No. 149, 1974. - Brief notes on a project on social development and training with special focus on a series of sub-studies on attitudes towards minority groups and problems in underdeveloped countries. Among other things, the use of children's books and documentary films (such as Louis Malle's film "Calcutta") is discussed.

Almgren, E. & Gustafsson, E. Världsmedborgaransvar. /World citizen responsibility./ Reprint, No. 167, 1974. - A summary in Swedish on a series of studies on how to apply educational influence in order to promote intergroup understanding and responsibility for developments in the world community. (Cf. Educ. psychol. Interactions, No. 48, below.)

Almgren, E. & Gustafsson, E. World citizen responsibility: Assessment techniques, developmental studies, material construction, and experimental teaching. Educ. psychol. Interactions, No. 48, 1974. - This report presents a summary in English of a sub-project, called "World citizen responsibility", within the larger project "Social development and training", carried out at the Malmö School of Education. The major objectives of this sub-project have been: (a) To construct, adapt and test measuring methods that increase our ability to map the social development of the students with regard to ideas and knowledge about and attitudes to foreign peoples and international relations, and that could be used in evaluating attempts to promote this development. (b) To map by means of such methods some features of age development. (c) To explore selectively different possibilities for applying educational influence in order to promote understanding and a feeling of responsibility for developments in the world community; to reduce the inclination for unthinking disparagement of those who are different etc. - Extensive test batteries have been constructed. The results showed in the older students a greater general readiness to make social contacts, but at the same time more negative ideas and stereotypes, particularly concerning certain minority groups and immigrants. Both teachers and students show considerable interest in a more "internationalized teaching", but the teachers pointed out the lack of suitable material. The project tried to improve this situation, partly by compiling an inventory of existing material of potential interest for teaching for world citizen responsibility, partly by developing and testing new teaching packages. One of these was intended for grades 3-6 and deals with human rights, made concrete by reference to the situation

of the gipsies. The results of the program tests undertaken give reason for optimism. A carefully defined educational influence instrumentalized in a teaching package of the type that the material on human rights represents can obviously achieve clear positive effects. Earlier teaching in this field was also found to be of importance for the development of positive and tolerant student attitudes.

Andersson, V. & Klasson, A. Folkhögskolerektorernas arbetsuppgifter: En jämförelse med studierektorer och rektorer i grundskolan. /The tasks of principals in the people's high school: A comparison with the tasks of principals in the comprehensive school./ Pedagogisk-psykologiska problem, No. 260, 1974. - A group of researchers at the Malmö School of Education (Sten Alehammar, Lennart Fredriksson, Kurt Gestrelius and Alger Klasson) have worked on the development of job analysis techniques suitable for the planning of training for jobs within the schools sector (cf. Gestrelius, Reprint No. 147 below). In this report some of these techniques are applied in a comparison between principals within two different school types: the comprehensive school and the people's high school /"folkhögskola"/. Among similarities in tasks can be noted activities related to the interaction with other people (leadership behavior etc.); among dissimilaries, activities related to instructional planning (caused by the greater freedom of curriculum building in the people's high school).

Angel, B. Praktikterminen i lågstadielärarutbildningen: En undersökning av personlighets- och attitydförändringar under utbildningstiden. /The teaching practice term in the training of junior level teachers: A study of personality and attitude changes during the training period./ Pedagogisk-psykologiska problem, No. 257, 1974. - The major aim of the investigation has been to study the effects of practical teacher training upon the personality and attitude development of three groups of student teachers. Effects from general development factors, training factors and factors from outside are explored by means of analysis of variance. The student teachers' attitudes to various problems concerning the practical training are also studied. - During the training period in general, the trainees tend on the whole to become less ego-defensive; they solve situations in a more constructive way, experience less menace to their authority and become more "curative" in their attitudes. If on the other hand we confine ourselves to the effect of the teaching practice term, we find that in some respects development tends to move in the opposite direction. The trainees develop a greater need

for aggression, they become less tolerant in disciplinary situations and develop a domineering tendency. - Experiences during the teaching practice term are varying and highly colored by the different conditions in which the trainees had to work. More than 1/3 of the teacher students are dissatisfied with their supervisors, considering them too domineering and not providing enough help and guidance.

Annerblom, M. -L. En impressionistisk innehållsanalys av intervjuer med forskare på pedagogiska institutioner i Sverige. /An impressionistic content analysis of interviews with researchers at departments of education in Sweden./ Pedagogisk-psykologiska problem, No. 255, 1974. - Forty educational researchers, randomly selected from the population of researchers at departments of education in Sweden, have been interviewed on their own research and their opinions on the situation of educational research in general, with special focus on the initial phases of the research process (the selection and definition of problems etc.). The interviews were recorded on tape and written out in full. These interview texts are analyzed in three ways: (a) an impressionistic analysis trying to summarize major trends in the opinions stated; (b) a quantitative analysis of a series of questions that had the character of rating scales; and (c) a detailed computer-based content analysis. The present report presents the results of the first-mentioned type of analysis (a). - Among the themes that gathered a high degree of consensus in the group of researchers can be mentioned the detrimental effects caused by the present strategy of financing research mainly through one-year contracts; this strategy was judged to increase the occupational insecurity of the researchers and make it difficult to maintain high-quality, long-perspective research.

Berg, M. Reliabilitetsprövning av en metod för innehållsanalys av intervjutext. /Reliability studies of a method for content analysis of interview texts./ Testkonstruktion och testdata, No. 26, 1974. - In analyzing interview texts various methods of content analysis are tried out, and the present report describes a series of reliability tests of these techniques. (For further information, cf. B. Bierschenk, Didakometry, No. 45, below.)

Bierschenk, B. A computer-based content analysis of interview data: Some problems in the construction and application of coding rules. Didakometry, No. 45, 1974. - The research worker sometimes seems to have to choose between rating scales or multi-choice questions (which are simple to handle, but which often give limited and superficial information) on the one hand and free-text discourse from interviews etc. (which gives potentially rich information, but which is often very cumbersome and time-consuming to handle) on the other. In this dilemma it would be of great value if computer-based routines for content analysis of free-text materials could be developed, flexible enough to deal with complex data in a psychologically meaningful way. The present report discusses and illustrates these possibilities.

Bierschenk, B. En modell för ett interaktivt informations- och dokumentationssystem. /A model for an interactive information and documentation system./ Pedagogisk dokumentation, No. 26, 1974. - This report is based on studies of literature and the writer's own experiences of the use of computer-based information and documentation systems. The report presents principles for the development of an interactive information and documentation system. A model for a realization of an information and documentation system is outlined, placing the information searcher in the center of the discussion. Expected trends of developments are focused, and concrete suggestions for such an organisation are given.

Bierschenk, B. Perception, structurering och precisering av pedagogiska forskningsproblem på pedagogiska institutioner i Sverige. /Perception, structuring and definition of educational research problems in departments of education in Sweden./ Pedagogisk-psykologiska problem, No. 254, 1974. - Interviews have been made with forty educational researchers, randomly selected from the population of researchers at departments of education in Sweden. The questions dealt with their own research and their opinions on the situation of educational research in general, with special focus on the initial phases of the research process (selection and definition of problems, search for information etc.). The interview texts (written out in full from sound tapes) are analyzed in three ways: (a) an impressionistic analysis, summarizing major trends in the opinions; (b) a quantitative analysis of a series of questions having the character of rating scales; and (c) a computer-based content analysis. The present report presents a detailed background

discussion to this investigation, including a tentative model of the research process. Further, it reports the results of the second type of analysis mentioned above (b), describing some basic trends in the opinions as well as the relations between these opinions and some background data. In addition, the author tries to formulate a series of recommendations on research policy.

Bierschenk, B. Perceptual, evaluative and behavioral changes through externally mediated self-confrontation. Didakometry, No. 41, 1974. - This report describes the development and application of the idea of micro-teaching in research and education. It presents a cybernetic model for a systematic study of the way in which the individual makes use of different feedback devices for self-control and self-direction. The model is applied in an examination of a comprehensive collection of research literature. The main conclusions reached are (1) that externally mediated self-confrontation via closed-circuit television and video-recording is an important potential factor in connection with training programs and therapeutic treatment and (2) that micro-setting models have been and still are without systematic theoretical foundations. More theory-oriented research is urgently needed.

Bierschenk, B. Självkonfrontation i lärarutbildningen: Lärarkandidater bedömer egna videobandade lektioner - En uppföljningsstudie. /Self-confrontation in teacher training: Student teachers assess their own video-recorded lessons - A follow-up investigation./ Pedagogisk-psykologiska problem, No. 244, 1974. - This report contains a description and discussion of self-assessment data obtained from student teachers partly in repeated self-confrontation experiences during a self-confrontation experiment, partly in re-assessments six weeks respectively two years after that they participated in the main self-confrontation experiment. Assessments obtained from pedagogical experts have been used as criteria in these analyses.

Bierschenk, B. Television som tekniskt hjälpmedel i utbildning och pedagogisk-psykologisk forskning: En bibliografisk redovisning, 1971-1974. /Television as a technical aid in education and in educational and psychological research: A bibliographis account, 1971-1974./ Pedagogisk dokumentation, No. 31, 1974. - This report is a bibliographic account of literature concerning television as a technical aid in education and in pedagogical and psychological research and contains material published during the period 1971 to 1974. The references are classified

according to 8 main categories, each having 4 subdivisions. The bibliography contains references which are a result of computer search in the files of ERIC, ISI and SSCI. Dissertation Abstracts, International and research literature which was available to us have also been searched for relevant references. Two indexes have been included, namely: (1) an index which lists the accepted abbreviations of the titles of periodicals, and (2) an index which is an alphabetically arranged list of authors.

Bierschenk, I. Konstruktion av ett regelsystem för en datorbaserad innehållsanalys av intervjutext: Preliminärmanual och några utprövningsresultat. /Construction of a system of rules for a computer-based content analysis of interview texts: A preliminary manual and some results from its evaluation./ Testkonstruktion och testdata, No. 25, 1974. - A computer-based content analysis of interview data is tried out. Problems in the construction and application of coding rules are discussed, a preliminary manual is presented, and the coding process is tested out in various ways.

Bjerstedt, Å. (Ed.) Environment-oriented and organization-oriented research: Some current projects at the Malmö School of Education. Educ. psychol. Interactions, No. 50, 1974. - The research being carried out at the Department of Educational and Psychological Research at the Malmö School of Education may be sub-divided into four major sections: (1) subject-matter oriented, (2) instructor-oriented, (3) student-oriented, (4) environment-oriented and organization-oriented. Each section consists of a group of independent projects with some similarities in research area and approach. In the present report some major projects of the fourth of these sub-sections are presented, including for example a project on flexible grouping and team teaching and a project on cooperation between the pre-school and the primary-school levels.

Bjerstedt, Å. Fyra aspekter av social utveckling och träning. /Four aspects of social development and training./(Pedagogisk orientering och debatt, No. 45.)Malmö: School of Education, 1974. - This is a book in Swedish summarizing two research projects with closely related aims. The projects have been called "Social development and training in the comprehensive school" and "Student democracy - co-planning at different educational levels". One overall purpose can be said to have been to increase our possibilities of evaluating different attempts to

promote the school's goals in social training (by adding to our basic knowledge, by improving our measurements, and by studying certain effects of educational influence). The work has been presented successively in about eighty reports and publications.

Bjerstedt, Å. (Ed.) Fyra finansiärer av pedagogisk forskning. /Four sources of economical support for educational research in Sweden./ Reprint, No. 152, 1974. - Most educational research in Sweden is being supported economically by one of the following four sources: The National Board of Education, The University Chancellors Office, The Social Science Research Council, and the Bank of Sweden Tercentenary Fund. In this brief survey, the general policies and procedures of these four sources are summarized.

Bjerstedt, Å. (Ed.) Pedagogik 1973: Notiser om institutionella rapportserier och högre examensarbeten vid universitetens och lärarhögskolornas institutioner för pedagogik. /Education 1973: Notes on departmental report series and degree theses at the departments of education in Swedish universities and schools of education./ Pedagogisk dokumentation, No. 24, 1974. - The bulk of Swedish educational research is at present being carried out at the departments of educational research of the universities and schools of education. A large proportion of the research results are published primarily and often solely in unprinted theses for higher degrees and in mimeographed departmental report series. Some of the departments also publish printed publication series for research monographs and series of a debate or compendium nature. All those wishing to follow the research activities and debate at these departments need to keep in touch with these departmental publications, but can find some difficulty in keeping track of all that is published. To make it to some extent easier, lists are given here with regard to the calendar year 1973, covering (1) mimeographed work published in departmental series, (2) printed work published in departmental series, (3) licentiate theses, (4) doctoral theses. - The lists have been compiled on the basis of answers obtained through a written enquiry. (Corresponding collections for the years 1970, 1971, and 1972 are to be found in Pedagogisk dokumentation, Nos. 4, 11, and 16.)

Bjerstedt, Å. (Ed.) Pedagogik 1974: Notiser om institutionella rapportserier och högre examensarbeten vid universitetens och lärarhögskolornas institutioner för pedagogik. /Education 1974: Notes on departmental report series and degree theses at the departments of education in Swedish universities and schools of education./ Pedagogisk dokumentation, No. 36, 1974. - A number of theses, reports, books, and reprints issued during 1974 by departments of education in Sweden are listed together with brief notes on the departments (addresses, professors, and current publication systems).

Bjerstedt, Å. (Ed.) Pedagogisk forskning i Sverige. /Educational research in Sweden./ (Pedagogisk orientering och debatt, No. 47.) Malmö: School of Education, 1974. - This is a book in Swedish summarizing current activities at the departments of educational research of the universities and the schools of education in Sweden. There are at present thirteen major departments of this type: two in Göteborg, two in Linköping, one in Lund, one in Malmö, three in Stockholm, two in Umeå, and two in Uppsala. For each department the current research organization and research program is briefly described.

Bjerstedt, Å. Social development and social training in the comprehensive school: Project summary and report abstracts. Pedagogisk dokumentation, No. 27, 1974. - The field of social development and training at school is extensive. In the project "Social development and training in the comprehensive school", carried out at the Malmö School of Education, the work has focussed on three relatively different aspects, (a) "cooperation", (b) "resistance" (ability to make independent decisions, resistance to "non-objective" attempts to influence), and (c) "world citizen responsibility" (feeling of responsibility for developments in other countries, reduced inclination to disparage unthinkingly anything foreign etc.). The studies carried out have dealt with construction and testing of measuring methods, mapping of student development, and explorations of different possibilities of using educational influence. In general, the mapping studies of the project have in several respects given a discouraging picture of the "normal" development during the years in the comprehensive school. We do not find, for example, any strong increase in the students' evaluative ability in the higher grades. We find marked stereotypes in sex-role perception. And we find increasingly negative ideas about certain minority groups and immigrants. At the same time various experiments with specified educational influence give us reason for optimism. Systematic measures pay and give

results in the desired direction. - The project has reported its results successively in the different series of the Malmö department, in a total of about fifty publications. The present paper gives a project summary and abstracts or annotations of the various reports.

Bjerstedt, Å. Social development and training in school: Glimpses from two research projects. (Studia psychologica et pædagogica, No. 24.) Lund: Gleerup, 1974. - Two research projects with closely related aims are briefly presented in English in this book: "Social development and training in the comprehensive school" and "Student democracy - co-planning at different educational levels". The work of the projects has resulted in three types of product: measuring instruments, certain teaching material and finally research reports giving account of results. The work has been presented successively in about eighty reports and publications, listed at the end of the book with abstracts or annotations

Bjerstedt, Å. Student democracy - co-planning at different educational levels: Project summary and report abstracts. Pedagogisk dokumentation, No. 28, 1974. - The main aims of the project "Student democracy", carried out at the Malmö School of Education, has been (a) to study some characteristic patterns of interaction, attitudes and opinions related to the existing forms of student participation at various levels of education in Sweden; (b) to study relations between such attitudes and opinions on the one hand and certain background and individual variables on the other; and (c) to investigate how the introduction of new procedures for co-planning functions and how it is experienced (the process of innovation). The work was divided into three sections: one part of the project dealt with studies in grades 1-6; another part with studies in grades 7-12; and a third part studied student democracy at the post-school level, with particular emphasis on teacher training. In general, internal democracy in schools has made progress during the last decade, and several of the results from the various experimental activities studied were positive. However, many deficiencies are still very obvious, and the project members outline a number of follow-up recommendations. - The project has reported its results successively in the different series of the Malmö department, in a total of about thirty publications. - The present paper gives a project summary and abstracts or annotations of the various reports.

Bjerstedt, A. (Ed.) Teacher-oriented research: Some current projects at the Malmö School of Education. Didakometry, No. 46, 1974. - The research being carried out at the Department of Educational and Psychological Research at the Malmö School of Education may be sub-divided into four major sections: subject-matter oriented, instructor-oriented, student-oriented, and environment-oriented. Each section consists of a group of independent projects with some similarities in research area and approach. In the present report some major projects of the second of these subsections are presented, including a project on education in teacher training, a project on closed-circuit television, and two projects dealing with job analyses as basic parts of systematic educational planning.

Björk, L.-E. Effekter av BASIC-programmering i gymnasieskolans årskurs 1 på elevernas numeriska färdigheter och attityder mot matematik. /BASIC programming in the tenth-grade mathematics course and its effects on students' numerical ability and attitudes towards mathematics./ Pedagogisk-psykologiska problem, No. 246, 1974. - The main aim of this study has been to find out how instruction in the BASIC programming language affects the students' numeric skills and their attitudes towards mathematics. The study has been conducted in the theoretical lines of the tenth grade (upper secondary school). - The study has shown that the computer can be introduced into the upper secondary school in such a way as to (a) improve numeric and algebraic skill; (b) make attitudes towards mathematics more positive; and (c) make the teaching more meaningful for low-achievement students in particular.

Björklund, S. Att befrämja kreativitet i skolan: Några elev- och lärarsynpunkter på en uppsättning övningsmaterial i svenska, matematik och orienteringsämnen. /Encouraging creativity in school: Some student and teacher opinions on a battery of exercises in Swedish, mathematics and social science./ Pedagogiska hjälpmedel, No. 12, 1974. - In order to study the possibilities of promoting creativity in school, special series of exercises in three school subjects have been constructed (Pedagogiska hjälpmedel, No. 1-7). The effects of the exercises have been examined with comprehensive test batteries (Pedagogisk-psykologiska problem, No. 243). In the present report the attitudes of students and teachers towards the exercises are explored.

Choynowski, M. A proposal for a new type of information about psychological measures. Educ. psychol. Interactions, No. 49, 1974. - In spite of the existence of many sources of information, the task of getting an exhaustive list of available psychological test instruments for some definite purpose is, with few exceptions, truly formidable. The most important published sources of information are listed, and some of their virtues and drawbacks are discussed. It seems that the ideal solution would be a system which makes descriptions of instruments in one consecutive run available to any user and which is continuously supplemented. This paper presents the idea of such a system in the form of a periodical publication (in loose leaves), called the Test Compendium. Three main elements of this system are referred to: (1) the type of publication and its format, (2) a test description scheme, and (3) a test classification scheme. - The system was developed in outline by the author when he was visiting professor at the Malmö School of Education and the University of Oslo; he is now attached to the Universidad Iberoamericana, Mexico City.

Choynowski, M. & Idman, P. En studie av några aggressivitetsaspekter. /A study of some aspects of aggressiveness./ Reprint, No. 165, 1974. - This article summarizes a study on various aspects of aggressiveness between 11 and 15 years of age and its connection with sex, age and position among siblings. A Swedish version of the Buss-Durkee Hostility-Guilt Inventory was used as a measuring instrument. In general boys scored higher than girls on physical aggressiveness, while girls were more prone to show guilt feelings. Most types of aggressiveness, as assessed by this instrument, decreased as the children got older. Among the boys, single and oldest children tended to score higher on latent aggressiveness, but lower on overt aggressiveness in comparison with middle and youngest children.

Das Pädagogisch-Psychologische Institut an der Lehrerhochschule in Malmö: Aktuelle Notizen./ The Department of Educational and Psychological Research at the Malmö School of Education: Current notes./ Didakometrie und Soziometrie, No. 14, 1974. - The Department of Educational and Psychological Research at the Malmö School of Education has as its main aims (a) to conduct research and development projects, (b) to train educational researchers, and (c) to participate in teacher training. The research projects are divided into four sections: subject-matter oriented, teacher-oriented, student-oriented, and environment-oriented research. Information to various target

groups are distributed via thirteen series of reports and publications. The present report gives brief notes in German on the organization, staff, and current activities of the department.

Davidsson, B. Nytt yrkespedagogiskt projekt vid lärarhögskolan i Malmö. /A new research project in vocational education at the Malmö School of Education./ Reprint, No. 175, 1974. - In this article a project on vocational training within the secondary school is briefly outlined, and questionnaire data from about 170 teachers in forestry concerning various problems in their teaching situation are reported. This exploratory questionnaire study will be used as one of the guides for the further planning of the project.

Einarsson, E. & Ekstrand. L.-H. Fallet Heimo. Praktiska elevvårdsmetoder för invandrarundervisningen. /The Heimo case. Practical methods for student welfare in the teaching of immigrants./ (Pedagogisk orientering och debatt, No. 46.) Stockholm: Skandinaviska Testförlaget, 1974. - The book is a case study of a Finnish immigrant boy in the Swedish comprehensive school. He is emotionally disturbed, with a mixture of aggressive and depressive behaviors. Different approaches and placements are tried, until a female immigrant teacher takes care of him and creates a therapeutic climate. She describes her teaching techniques as well as her own feelings of joy or anxiety as the situation varies. A list of therapeutic teacher behaviors is added. The list consists of advice in terms of actual behavior and action to be taken, derived from different theories in the fields of social psychology, learning theory etc. The case study is analyzed in terms of the list.

Ekstrand, G. Dramatisk framställning och mått på kreativitet: En explorativ studie. /Behavior in micro-drama situations and measures of creativity: An exploratory study./ Pedagogisk-psykologiska problem, No. 258, 1974. - Attempts have been made to relate observable creative behavior in micro-drama situations to a number of test measures of creativity. Teacher students have been rated by three raters in drama situations and have been given five creativity tests and one personality instrument. Correlations between ratings and tests were mostly low but positive. A tendency to higher correlations was shown when original and "irrelevant" test responses were utilized separately. Subjects with high ratings tended to have individualistic traits according to the personality instrument.

Fredriksson, L. Analys av lärarbefattningar inom arbetsmarknadsutbildningen som grundval för utbildning. /Analysis of teaching jobs in labor market training as a basis for training./ Reprint, No. 154, 1974. - Summary of a study presented in more detail in Pedagogisk-psykologiska problem, No. 230 (cf. below).

Fredriksson, L. Analys av lärarbefattningar inom arbetsmarknadsutbildningen som grundval för utbildning: Självobservation och enkät. /Analysis of teaching jobs in labor market training as a basis for training: Selfobservation and questionnaires./ Pedagogisk-psykologiska problem, No. 230, 1974. - The purpose of the study is to analyze the special problems that face teachers in labor market training. The procedure followed in the study can be divided into three different phases. The first one consists of the collection of data by means of self-observation of the critical incident type. The second phase is a content analysis of the situations collected. This section also contains a check of information saturation. The third phase has the form of an assessment questionnaire in which a representative sample of the material collected earlier is assessed from five different aspects, namely occurrence, training need, time, present and future, which are considered to provide indicators of the training urgency. 132 teachers, 78 students and 61 administrators have participated in this part of the investigation. The rapid technical development causes the teachers to feel a need for training in their own trade. Another large problem stems from the heterogeneity of the students, which in combination with the successive intake and the language difficulties of immigrants necessitates special measures. The social difficulties that many of the students have also lead to the jobs of teachers in labor market training having a strong element of welfare work.

Fredriksson, L. Självobservation och enkät vid befattningsanalys för utbildningsplanering. /The use of self-observation and questionnaires in job analysis for the planning and training./ Pedagogisk-psykologiska problem, No. 240, 1974. - The first part of this report forms a part of the project "Job-training in the school sector". It gives an account of a collection of data with self-observation, applied to school principals in the comprehensive school and tutors in teacher training. Two questions have been considered: (1) how do different degrees of control affect the collection of data by means of self-observation? (2) How do the length and relative order of the observation periods affect the collection of data by means of self-observation? The col-

lected material has been analysed for content, and job-descriptions based on the material received from the respondents are presented. Reliability checks are made at different points during the course of the experiment. The results are based on information from 63 school principals and 45 tutors. Forms with strict control seem to give more information (more task situations) than forms with the lighter control. The shorter period of registration provides somewhat better results than the longer one. - The second part of the report analyzes problems that face the teachers in the labor market training (cf. abstract of the more detailed report, Pedagogisk-psykologiska problem, No. 230.)

Fredriksson, L. The use of self-observation and questionnaires in job analysis for the planning of training. (Studia psychologica et paedagogica, No. 22.) Lund: Gleerup, 1974. - This book summarizes in English two major studies on job analysis. Part I: School principals and tutors. Different kinds of self-observation methods have been experimentally investigated. The material has been examined by means of content analyses, and job discriptions have been formulated on the basis of collected data. - Part II: Teachers in labor market training. The data collection methods used have been self-observation of the critical incident type and interviews. The material has been analyzed for content and assessed. Information saturation has been checked. In the assessment phase, data were collected by means of questionnaires. In the questionnaires the material has been assessed from five aspects, namely occurrence, training need, length of time, present and future.

FRIS-gruppen. FRIS' "måttband": Test använda inom projektet "Fri skrivning på grundskolans mellanstadium". /Tests utilized in the project "Free writing in grades 4-6 of the comprehensive school". / Testkonstruktion och testdata, No. 27, 1974. - Some of the aims of the project "Free writing" are (a) to find objective measures of the quality of the writing, (b) to study the development of the students' achievements during three grades, and (c) to try out different methods of stimulating the students' free writing. In the various sub-studies related to these aims the project has developed several tests (including language tests, questionnaires on attitudes, and creativity tests). This report presents these tests together with related test data.

Fritzell, Ch. Lärarens befattningsfunktioner: Nivåanalys av skolledares och lärarutbildares värderingar. /The occupational functions of the teacher: Analysis of evaluations by school teachers and teacher trainers./ Pedagogisk-psykologiska problem, No. 229, 1974. - The report presents questionnaire data on evaluations made by school principals and teacher trainers of a number of variables that together are assumed to give, on an overall level, a complete picture of relevant, expected behaviors for class teachers and subject teachers. The variables are evaluated from different aspects. These aspects refer to meaningfulness now and in the future, the adjustment of present teacher training to the variables, and how an optimal adaptation of the teaching job to the goals of the school can be brought about. The dependent experimental variables used have mainly been five different summation variables, which have been called job functions for teachers. Of these, the one considered most important for both the present situation and in a future perspective is the function dealing with the teacher's tasks in connection with the social-emotional development of the students. Teacher training is considered to cover primarily the functions involving the cognitive development of the students and questions of methods and materials. The training is considered most inadequate with regard to the cooperation function. The function dealing with developmental aspects is found relatively unimportant but comparatively well-provided for in the teacher training.

Fritzell, Ch. Lärarens befattningsfunktioner: Värderingar av intervju- och critical-incidentmaterial. /The teacher's occupational functions: Evaluations of interview and critical-incident material./ Pedagogisk-psykologiska problem, No. 256, 1974. - The report presents questionnaire data on school-leaders' and teacher-trainers' evaluations of variables based on interviews and critical-incident studies. The two sets of variables are evaluated according to two different criteria: importance of the variables for the teacher and adequacy of present teacher training in covering the variables. The results concern two main subjects: factor analyses and evaluations by different sub-groups.

Fritzell, Ch. The teacher's occupational functions: A structure based on factor analysis of questionnaire material. Reprint, No. 177, 1974. - On the basis of previous exploratory investigations, mainly analysis of official documents, a questionnaire was constructed containing some 50 variables intended to give a representative description of the occupations of class and subject teachers. Approximately 750 officials

within the school system responded to the questionnaire: principals and directors of studies at the compulsory comprehensive schools, in-service training officers and counsultants at the county boards of education and lecturers in pedagogics, subject methodology and school-level methodology at the teacher-training colleges. Factor analysis of the variables yielded a structure of the teacher's occupation in five "occupational functions", described by the labels "cognitive", "social-emotional", "method-material", "co-operation", and "development".

Gestrelius, K. Vem känner våra utbildningsbehov? /Who knows our training needs?/ Reprint, No. 147, 1974. - A group of researchers at the Malmö School of Education, headed by Kurt Gestrelius, have worked on the development and refinement of various techniques of job analysis for the purpose of getting a more secure foundation for the planning of training. In this series of articles, the author presents some of the basic ideas in this approach.

Gestrelius, K. Vuxenpedagogiska seminariet i Malmö. /The Seminar on Adult Education in Malmö./ Reprint, No. 170, 1974. - The Seminar on Adult Education in Malmö, composed of educational research workers and representatives of various organizations for adult education, meets regularly to discuss research and development needs in the area of adult education and related questions. The article informs about the organization and activities of this seminar.

Gestrelius, K., Kristoffersson, A. & Lindqvist, K.-G. Tolv utbildningsavsnitt för lärarutbildare. /Twelve training units for teacher trainers: An example of planning for training./ Pedagogiska hjälpmedel, No. 14, 1974. - Twelve training units for teacher trainers have been developed, mostly from material produced by the projects "Job analyses as a basis for training and further education in the school sector: School principals, lecturers in methodology and tutors" and "Role training in the school sector". The work with the units of training can be seen as an example of implementation of research results where the researcher directly has been cooperating with those executing the training. One of the twelve units has been planned in detail and carried out as a pilot course.

Gran, Bertil. Öppna skolor i Sverige: En lägesrapport. /Open plan schools in Sweden: The present state of development./ Pedagogisk-psykologiska problem, No. 234, 1974. - The report describes the background and development of open plan schools in Sweden, particularly within the Malmö region and in Göteborg, with emphasis upon related educational research problems.

Gran, Bertil et al. Öppna skolor i USA, Canada och England: En bibliografi med korta sammanfattningar. /Open plan schools in USA, Canada and United Kingdom: An annotated bibliography./ Pedagogisk dokumentation, No. 29, 1974. - This is a bibliography, with abstracts, of reports and articles dealing with open plan schools in USA, Canada and United Kingdom, published in 1970-1974.

Gran, Bertil, Gran, Birgitta, Rudvall, G. & Röhr, G. Några pågående forsknings- och utvecklingsarbeten i Malmöregionen med relevans för SIA:s förslag. /Some current research and development projects in the Malmö region with relevance for the proposals by SIA, the Swedish State Committee on the internal work of the school./ Pedagogisk-psykologiska problem, No. 259, 1974. - The report gives a summary of three current R&D-projects in the Malmö region with special relevance for proposals by SIA, the Swedish State Committee on the internal work of the school. Among other things, these projects have dealt with flexible grouping, team teaching and cooperation between teachers on different school levels. Some comparisons between schools with different organizations are referred to.

Gustafsson, E. & Lindholm, L.-P. Att mäta "världsmedborgaransvar" med projektiva test: Några data från ett meningskompletterings- och ordassociationstest. /Measuring "world-citizen responsibility" with projective tests: Some data from a sentence-completion test and a word-association device./ Testkonstruktion och testdata, No. 24, 1974. - The report presents two tests, which have been constructed for the purpose of providing information about the attitudes of students in the comprehensive school towards foreign ethnic groups and international relations: a sentence-completion test and a word-association test. The tests have been administered to about 570 students in grades 2-9. The sentence-completion test has two versions. A categorization schedule has been worked out for the tests concerning attitudes towards ethnic groups, with accompanying collections of examples for each test. The report also presents information on coder agreement and some data

from comparisons made between age-groups and the sexes with regard to ethnic attitudes. There is a high degree of ethnocentricism in all grades. Knowledge answers and "differentiated" attitude responses have a comparatively low frequency.

Hall, P. Personlighetsfaktorer och undervisningssituationer i främmande språk. /Personality factors and instructional methods in foreign language teaching./ Pedagogisk-psykologiska problem, No. 231, 1974. - The primary aim of this investigation was to find out whether there is a correlation between attitudes towards instructional methods, personality factors and proficiency in the German language. The investigation also gives some information about the frequency of different instructional methods. 200 students in grade 8 of the Swedish comprehensive school participated in the investigation. - No substantial correlation between attitudes towards instructional methods and proficiency in the German language was found. A positive correlation between general school-motivation and motivation for learning the German language was noted. Three personality factors were found to correlate with proficiency in the German language: factor Psn ("quick, clever and self-confident"), factor Por ("orderly, calm and obedient") and factor Pän ("anxious, alone and quiet").

Hall, P. & Löfgren, H. Effektmätning av UMT-projektets undervisningssystem "Deutsch åk 9". /The teaching system "Deutsch, grade 9" from the UMT project: A study of effects./ Pedagogisk-psykologiska problem, No. 262, 1974. - The main aims of the UMT project (UMT is the Swedish abbreviation for "Teaching methods in German") have been: (1) to make a scientific study of certain prerequisites and different methods for teaching German to Swedish students in the comprehensive school and (2) in this context to produce by means of successive testing and revision a study material for teaching German to beginners. The present report presents an effect study dealing with the grade 9 part of the teaching system developed.

Hansson, G. Att befrämja kreativitet i skolan: Konstruktion och utvärdering av särskilda övningsmaterial i svenska, matematik och orienteringsämnen. /Encouraging creativity in school: Construction and evaluation of training materials in three school subjects: Swedish, mathematics and social studies./ Pedagogisk-psykologiska problem, No. 243, 1974. - The aims of the Malmö School of Education's project "Creativity at school" have included (1) the construction and testing of measuring

instruments within the area of creativity, (2) the exploration via questionnaires and classroom observations of classroom behaviors likely to promote creativity, and (3) the construction and testing om examples of exercises related to school subjects and aiming at promoting creativity. The present report gives an account of the project's investigations related to goal (3) above. - Special exercises were written in three school subjects: Swedish, mathematics and social science with material from the intermediate stage of the comprehensive school. The study was designed as a learning experiment with pre- and post-tests. Twenty-four class units participated, eight as control groups (with testing only) and the rest as experiment groups (with four variations: effects in Swedish, in mathematics, in social science and in all three subject areas). The test battery used in the evaluation comprised four main categories of instruments: creativity tests in specific subjects, general creativity tests, tests of creativity-related behaviors and attitudes and knowledge tests. Marked effects could be noted in all three subject groups. In general effects could be seen in all four measurement categories.

Hansson, G. Kreativitet i skolan: En projektöversikt. /Creativity in school: A project survey./ Pedagogisk dokumentation, No. 33, 1974. - A recently completed research project dealing with creativity in school is summarized. Among the interest areas included have been: development and try-out of certain Swedish tests for creativity; studies of relations between these tests and various personality variables; surveys of opinions about how to promote creativity in schools; classroom observations on creativity-relevant teacher-student interactions; and attempts to construct and evaluate potentially creativity-promoting study materials, integrated in the regular school work. After summaries of the main investigations, some more general conclusions and recommendations for future developments are sketched.

Hersvall, M., Lindell, E. & Pettersson, I.-L. Om kvalitet i gymnasisters skriftspråk: Rapport från projektet "Svenska mått". /On quality in the written language of upper secondary school students./ Pedagogisk-psykologiska problem, No. 253, 1974. - Compositions written by upper secondary school students (grade 12) have been rated by teachers as to overall quality, and these general ratings have been compared with a number of more "objective" and detailed linguistic indicators. Among the detail indicators that were found to correlate highly with general

ratings were general productivity ("number of words") and word knowledge ("different words"). Some possible educational implications of these and other findings are discussed.

Holmberg, I. Effekter av nya läroplanen i matematik. /Effects of the new curriculum of mathematics./ Reprint, No. 173, 1974. - A brief article summarizing the main findings of a study reported more fully in Pedagogisk-psykologiska problem, No. 236 (cf. below).

Holmberg, I. Effekter av ny läroplan i matematik (Lgr 69) på vissa aspekter av talbegreppets utveckling, kunskaper i matematik och attityder mot ämnet. /Effects of a new curriculum of mathematics (Lgr 69) on certain aspects of the pupils' mathematical thinking and on certain achievement and attitude variables./ Pedagogisk-psykologiska problem, No. 236, 1974. - The study analyses the effects of teaching in mathematics according to the curricula of 1962 and 1969 with regard to the development of the conception of number, knowledge of mathematics and attitudes towards the subject. Two intellectually and socially comparable groups (200 students from grades 3, 6, and 9 respectively) have been tested with test batteries that measure the above variables. The results have been analyzed for variance. The analysis of the ability to grasp numbers shows that good results, for some groups better results, were achieved after teaching in accordance with the 1969 curriculum, while in the analysis of knowledge a deterioration could be noted for grade 6. Taken as a whole, there were no differences in attitudes towards mathematics depending on which curriculum one has been taught by.

Holmkvist, N.O., Löfqvist, G. et al. Undervisning i lärarlag i samverkan pedagogik-metodik-praktik. /Teacher training through teams of experts representing educational theory, subject-related methods and classroom practice./ Pedagogiska hjälpmedel, No. 13, 1974. - The project "Education in teacher training" (Swedish abbreviation: PIL) has as its principal aims to explore the role of the teacher today and in the near future and also to analyze the extent to which teacher training matches these requirements. (Cf. reports by Ch. Fritzell above.) Closely connected with these main aims experimental activities have been conducted in collaboration with various schools of education. This report describes experiences from some of these experimental activities, with special emphasis on team teaching.

Hudner, T. Närsamhället i undervisningen i orienteringsämnena på lågstadiet: Elev- och metodanalyser med utgångspunkt i ett läromedelsförsök. /The near community in social science education at the junior level: Pupil and method analyses on the basis of an experiment with study material./ Pedagogisk-psykologiska problem, No. 228, 1974. - In the report the pedagogical functions of the near community in social science education are analyzed. In the empirical part, pupil and method analyses are carried out on the basis of a study material experiment. The analyses are made for three main variables: study skills, knowledge and attitudes. Two problems dominate the analyses: investigation of the level of the pupils in the main variables and examination of the effects of the study material experiment. The results indicate positive effects of built-in skill exercises in social science instructional materials. In the factor analyses a study skill factor could be identified, and in the attitudes a number of factors were interpreted reflecting broad human interests.

Idman, P. Debattanalyser som målsökningsinstrument: Debatten kring målen för högre utbildning i dagspress och studenttidningar. /Debate analyses as goal seeking instrument: The debate about goals for higher education in the daily press and the student press./ Pedagogisk-psykologiska problem, No. 235, 1974. - In this report an analysis of goals for higher education is presented. The analysis is based on a sample of 337 articles in the daily press and the student press in Sweden during the period 1967-69. Leading articles, cultural and debate articles in these publications have been examined in order to map e.g. the relative importance which the writers attach to different educational goals. One of the main results of the investigation is that in the articles analyzed great importance is given to non-subject-specific goals, and among these "equality" and "democracy" dominate.

Idman, P. Equality and democracy: Studies of teacher training. (Studia psychologica et pædagogica, No. 23.) Lund: Gleerup, 1974. - In this book a series of studies within the teacher training sector of the project "Student democracy" are summarized in English. After a presentation of equality and democracy as educational goals according to text analyses of the daily press and the student press (a study carried out within another project), the major sections dealing with studies from the "Student democracy project" have the following titles: (a) An emotive and descriptive meaning of the concept of school democracy;

(b) Cooperation in teacher training: Some studies of opinion; (c) The development of attitudes concerning teacher training during the first term; and (d) Relations between attitudes towards school democracy and some personality characteristics. (Cf. abstract of Reprint, No. 157, below.)

Idman, P. Studerandedemokrati inom lärarutbildningssektorn. /Student democracy within teacher training./ Reprint, No. 157, 1974. - As part of the project "Student democracy - co-planning at different educational levels", conducted at the Malmö School of Education, a series of studies have been carried out within teacher training. Some of the purposes have been (a) to map attitudes and opinions related to existing and desired forms for student teachers' participation and co-influence in decisions within the schools of education; (b) to study relations between attitudes and opinions on the one hand and certain background and individual variables on the other; (c) to investigate features in the process of innovation when new forms for co-planning are introduced. The present reprint gives a condensed survey of these studies. An extensive questionnaire study of teachers and teacher students at schools of education was carried out in 1969. It showed that the close relations functioned well, but that the student teachers felt that their opportunities for influencing decision were unsatisfactory. Studies with comprehensive test batteries showed that attitudes towards school democracy are integrated in a wider complex of attitudes and behavioral tendences; this may mean that they are not easy to influence. In 1972 general experiments with new forms for cooperation started; the project followed these innovations during the initial period. Several of the results were positive, but the training aspect was still not felt to be satisfactory: individual student teachers were engaged too little in the democratic process. Continued experiments with better specification of goals, more radical changes and successive evaluation studies are recommended.

Idman, P. (Ed.) Ur debatten kring målen för högre utbildning: En samling artikelreferat. /From the debate on goals for higher education: A collection of article abstracts./ Pedagogisk dokumentation, No. 25, 1974. - The debate on goals for higher education in leading articles, cultural and debate articles in the Swedish daily press and student press during the years 1967-69 has been the subject of a special study within the project "Non-subject-specific goals for university education" (cf. Pedagogisk-psykologiska problem, No. 235, above). The study men-

tioned aimed at mapping e.g. the relative importance goal-debaters/ publications attach to different kinds of goals. The material analyzed consists of 337 articles divided on 11 different publications. In this documentation report, short summaries of the articles are presented, primarily to give an orientation about the goal debate during the years mentioned.

Institutionspublikationer 1964-1974. /Reports and reprints from the Malmö School of Education, 1964-1974./ Pedagogisk dokumentation, No. 35, 1974. - The Department of Educational and Psychological Research, Malmö School of Education, now issues thirteen series of reports and publications. Current lists are presented here. One section presents the publications in chronological order within each separate series. Another section arranges the items according to authors.

Jernryd, E. Optimal auktoritets- och propagandaresistens: En studie av ålders- och könsdifferenser. /Optimum resistance to authority and propaganda: A study of age and sex differences./ Pedagogisk-psykologiska problem, No. 239, 1974. - The report presents and discusses age and sex differences in measurement variables constructed for the purpose of assessing dependent-independent behavior in students in grades 5, 7, and 9 of the comprehensive school, their ability to evaluate critically different types of information and to resist one-sided influence. In addition, some aspects of personality have been studied. Examples of results: The students' "evaluative ability" did not seem to increase to any noticeable extent between the ages of 10 and 16. The older students expressed less authoritarian, dogmatic and rigid opinions, however. Irrespective of age, the girls were more inclined to display anxiety than the boys.

Jernryd, E. Resistens. /Resistance./ Reprint, No. 166, 1974. - As part of a project on "Social development and training in the comprehensive school" a series of studies have been made on the ability of the students to differentiate between different types of information, to make independent decisions and to resist "non-objective" attempts to influence them. As a first step, this has involved the construction and testing of measuring instruments. The experimental test batteries have included: (a) methods intended to give information as to how far the students choose, pass on or are influenced by "non-objective" information, (b) perception experiments with group pressure, (c) ratings, (d) various personality tests (related to anxiety, rigidity, authori-

tarianism, dogmatism, self evaluation, and field dependence). Most of the test data were subjected to factor analyses. As a second step, detailed analyses of age and sex differences have been made. Thirdly, a preliminary teaching material unit (intended to increase the students' ability to protect themselves when exposed to non-objective influence) has been constructed and tried out. - The reprint summarizes the studies mentioned and outlines some recommendations for continued research and practical applications. The ability of the students to evaluate information critically is not related particularly strongly to their personalities, which seems to give increased possibilities of influencing this ability educationally. At the same time, however, test data on the actual development of the students give a relatively discouraging picture of the ability of the present teaching to respond to the intentions of the curriculum. This underlines the need, mentioned by teachers, of special training exercises.

Jernryd, E. & Svensson, G. Kritisk förmåga: En begrepps- och litteraturdiskussion. /Critical thinking: A discussion of the concept and related literature./ Pedagogisk-psykologiska problem, No. 263, 1974. - In this report the concept "critical thinking" is discussed in relation to literature in the field as well as to teacher opinions. A survey of research on variables related to critical thinking and of suggestions concerning training and evaluation of this ability is included.

Kahnberg, A. Försöks- och demonstrationsverksamheten vid lärarhögskolan i Malmö 1968/69 - 1973/74 - Återblick och framtidsperspektiv. /The Experimenting and Demonstration School at the Malmö School of Education 1968/69 - 1973/74 - Retrospect and prospects./ Pedagogisk-psykologiska problem, No. 249, 1974. - In this report the director of studies at the Experimenting and Demonstration School of Education in Malmö, Sweden, gives a survey of the activities during the first six years of work 1968/69 - 1973/74 with a special accent on the last year and future prospects.

Klasson, A. Skolledare i grundskolan: Beskrivning av arbetsuppgifter med intervjudata som bakgrund. /Principals in the compulsory school: Description of tasks by means of data from interviews./ Pedagogisk-psykologiska problem, No. 245, 1974. - In this report an analysis of the tasks of principals in the compulsory school is presented. The analysis is based on interviews with 62 principals and 8 teachers. To get a picture of future principal tasks and the changing tendencies in

the job 26 interviews have been carried out with high officials and central organizations. By means of content analysis the interviews have been broken down and classified into categories of "content", "contact" and "ability".

Konsumentprojektet (LHM). Konsumentundervisning i skolan: Konstruktion av nio studiematerial för åk 4, 5 och 6 i Danmark, Finland, Norge och Sverige. /The consumer project (MSE). Consumer education in schools: Construction of nine study materials for grades 4, 5 and 6 in Denmark, Finland, Norway, and Sweden./ Pedagogisk-psykologiska problem, No. 268, 1974. - In an earlier report (Pedagogisk-psykologiska problem, No. 238) the goals of consumer education are analyzed. Starting from these analyses nine separate study packages from grades 4, 5 and 6 have been constructed. (The materials have been made available in the series "Pedagogiska hjälpmedel".) The report describes the nine materials, the construction process, preliminary try-outs and a planned cooperative field study in the Scandinavian countries.

Konsumentprojektet (LHM). Konsumentundervisning i skolan: Målsökning och målformulering. /The consumer project (MSE). Consumer education in schools: Goal seeking and goal formulation./ Pedagogisk-psykologiska problem, No. 238, 1974. - In November 1973 the education group (undervisningsutskottet) within the Nordic Committee on Consumer Matters (Nordiska kommittén för konsumentfrågor) treated a paper by the consumer project on overall goals for consumer education as well as specified sub-goals. The education group judged the goal formulations to be useable as a basis for the construction of study materials and measuring instruments. In this report a revised version of some early goal analyses and the goals scrutinized by the education group, with some minor revisions, are presented.

Konsumentprojektet (LHM). Konsumentundervisning i skolan: Tre preliminära studiematerial för åk 4 (åk 5, 6). /The consumer project (MSE). Three preliminary study packages for grade 4 (5, 6)./ Pedagogiska hjälpmedel, Nos. 15-17, 1974. - In the report Pedagogisk-psykologiska problem, No. 268 (cf. above) the process of constructing nine separate study packages on consumer education is described. In these three reports the materials have been made available in their preliminary forms (three packages for grade 4 in report No. 15; three packages for grade 5 in report No. 16; and three packages for grade 6 in report No. 17).

Larsson, B. Frequency words and frequencies: A pilot study on relations between differently anchored scales. Didakometry, No. 44, 1974. - Subjects are asked to answer six questions, partly with a frequency statement and partly by marking a verbally anchored scale with five categories. Some univariate and multivariate analyses are performed to elucidate the relations between variables with the two different modes of response. Although there are similarities in results for the two types of variables they cannot be regarded as interchangeable. The frequency spread for a given verbal category is often far from negligible.

Larsson, B. Gruppen för forskningsmetodisk handledning (GFH): En verksamhetsberättelse för läsåren 70/71 - 73/74. /The research methodology group (GFH): A report on the activity during the school years 70/71 - 73/74./ Pedagogisk-psykologiska problem, No. 248, 1974. - The research methodology group (GFH) is a working group within the educational departments in the Lund-Malmö area. The members are involved in the research methodology training (lectures and/or advisory), and the main purpose of the group is to make the research methodology activities at the departments more efficient. Among other things, this is reached by co-ordinating courses on different levels, by further training of the members, and by making and/or implementing new computer programs.

Larsson, B. The influence of scale transformations: A study of factor analysis on simulated data. Didakometry, No. 40, 1974. - Data with different factor structures are generated and analyzed. The variables are transformed and reanalyzed and comparisons between factor analyses before and after transformation are made. All comparisons indicate the same conclusion: monotonic transformations do not change the results, while non-monotonic transformations may do. Special choices of data, factor-analytic method, transformations and ways of comparison may limit the validity of this conclusion.

Larsson, B. The stability of results: Some examples of the effects of scale transformations. Didakometry, No. 42, 1974. - This paper (read at a conference with Society of Multivariate Experimental Psychology, Frankfurt 1974) gives some simple examples of stability for one factor and 2 x 2 factorial analysis of variance, reliability and correlations. The findings are very different: from superstability (no transformation whatsoever can change the result) to almost total instability. This is

followed by a discussion of applications to multivariate analysis. It can be added that the technique can also be utilized for scaling variables to obtain a best fit to mathematical models other than those involved in usual statistical analysis.

Lindell, E. Två språkpedagogiska forskningsprojekt, en anmälan. /Two research projects on language education, a review./ Pedagogisk dokumentation, No. 30, 1974. - The project names MUP and SPRENG stand for "Goal, instruction and test" and for "Language proficiency in English". The projects have (a) mapped the goals of instruction and constructed tests in connection with them; (b) by the tests made the goals explicit for teachers and students; (c) by using the tests as pretests made individualization possible; (d) tried measures for such individualization; (e) investigated the students' prerequisites and work during the studies; and (f) experimentally tried different contents and methods. The careful mapping of the university education has, however, directed attention to new problems. Some of these are discussed in the report.

Lindell, E. Vad menas med bra språk? Några delresultat från projektet FRIS, Fri skrivning på grundskolans mellanstadium. /What is good language? Some results from the project FRIS, Free writing in grades 4-6 of the comprehensive school./ Pedagogisk-psykologiska problem, No. 251, 1974. - It is shown that the quality of essays can be described by the aid of objective data from linguistic analyses. The quality has then been defined by grading the essays as wholes. Productivity is the most important indication of quality; short essays seldom have good general quality. Dividing into sentences is important. Parts of sentences as adverbials and attributes and word classes as adjectives and verbs raise the quality. The results suggest that judges take both creativity and correctness into consideration.

Lindholm, L.-P. & Lundquist, B. Några studier kring samarbete och självständighet: Försök med smågruppsobservationer. /Some studies on cooperation and independence: Observations of small groups./ Reprint, No. 164, 1974. - One important part of the study of behaviors relevant to cooperation has been the construction and testing of different methods for systematic classroom observation and interaction analysis. Therefore a number of lessons showing group work (from classes in grades 4-6) have been recorded on video-tape; the recorded material has then been subjected to various types of analysis. An ob-

servation schedule intended to provide information about different behaviors related to cooperation and independence in group work situations has been constructed and tested on the recorded material. The report presents the observation system and data on observer agreement, which on the whole was satisfactory. In addition, accounts are given of a validation study, an investigation of the connection between observation data and other background data, and an analysis of structure. "Independence" and "ability to cooperate", as measured by the instruments in question, co-variate positively with each other; if a student is to function well in a cooperation situation, it is often necessary for him to demonstrate both independence and the ability to cooperate. Among the connections with other traits can be noted that students with low verbal ability often showed tendencies to be uncertain, indifferent or aggressive. Finally, on the basis of the experiences gained, a revised version of the observation system is presented, and alternative observation techniques and different areas for their use are discussed.

Löfgren, H. Effektmätning av UMT-projektets undervisningssystem "Deutsch åk 8". /The teaching system "Deutsch, grade 8": A study of effects./ Pedagogisk-psykologiska problem, No. 261, 1974. - The present report presents an effect study of the grade 8 part of a teaching system, developed within the UMT project (Teaching methods in German); cf. Pedagogisk dokumentation, No. 32, below.

Löfgren, H. Teaching methods and teaching materials in German: A survey of the UMT project with report abstracts. Pedagogisk dokumentation, No. 32, 1974. - The main aims of the UMT project ("Teaching methods in German) have been (1) to make a scientific study of certain prerequisites and different methods for teaching German to Swedish students in the comprehensive school and (2) in this context to produce by means of successive testing and revision a study material for teaching German to beginners. The project has worked in four areas: (a) analyses of pedagogic prerequisites: goals, material, and students; (b) analyses of the pedagogic process: teaching methods; (c) analyses of pedagogic products: testing the effects of teaching; and (d) production of study materials on the basis of the results of points (a)-(c). The results from the research work done in the project have been presented in about forty reports, and the teaching system "Deutsch", that was constructed within the project, is today available on the school book market.

Magne, O. Educational technology in special education. Didakometry, No. 43, 1974. - With reference to data from a Swedish investigation into learning difficulties in mathematics, an analysis is presented of problems in educational technology in special education. When we confront some of the usual taxonomies with findings in research on the attainment of low-achievers, a number of inconsistences seem to arise, indicating that we ought to construct alternative taxonomies. The author suggests that the developmental cognitive theories of Bruner, Piaget, Vygotsky etc. are suitable as a starting-point for a taxonomy in mathematics for low-achievers. A taxonomic model has been developed from these assumptions.

Magne, O., Franzén, H. & Green, S. Försöksverksamhet med lågstadiets matematik. /Testing out a study material in mathematics for the primary school./ Pedagogisk-psykologiska problem, No. 265, 1974. - This report describes the construction and evaluation of a study material in mathematics for the primary school. Tests, interviews, questionnaires and discussions with pupils, teachers and parents are presented.

Malmö educational reports 1973: Mini-notes from Malmö School of Education. Reprint, No. 172, 1974. - A number of reports and reprints issued during 1973 by the Department of Educational and Psychological Research, Malmö School of Education, are listed with brief annotations or abstracts in English. Languages used in the original reports are English, German, and Swedish. In this bibliography, the original title is always given. If this title is in German or Swedish, an English translation follows in brackets. About 70 references are included. (Earlier annotated bibliographies, covering publications from 1969-1972, are to be found in Reprints Nos. 81, 108, 122, and 139.)

Nilsson, B. Om satsdelar och satsdelsstrukturer i tyskundervisningen: En jämförelse mellan tysk tidningstext (Bildzeitung) och svenska läroböcker i tyska. /Sentence elements and sentence structure in the teaching of German: A comparison between German newspaper texts (Bildzeitung) and Swedish textbooks in German./ Pedagogisk-psykologiska problem, No. 242, 1974. - The report presents a study of the way in which different German sentence elements are built up (word-class structure), and comparisons are made with analyses of textbooks for teaching German to Swedish students. The text in six issues of the German daily newspaper Bildzeitung from 1968 is studied. Some re-

commendations of a pedagogic nature are made on the basis of the results. Models for an alphabetic and a frequency word-list based on the text from Bildzeitung are presented as a by-product of the main investigation.

Nordén, K. Psykologiska studier av döva ungdomar. /Psychological studies of deaf adolescents./ Pedagogisk-psykologiska problem, No. 267, 1974. - In an ongoing study with the ultimate object of developing methods for psychological assessment of deaf subjects, prelingually deaf students and hard of hearing students (average age 15 years) are studied in different respects - intelligence, achievement, aptitude, cognitive style (field independence measured by the Rod and Frame test). In both groups the case histories reveal a high incidence of factors frequently associated with complicating disturbances, 54 % of the deaf group, 47 % of the hard of hearing. Analyses of variance show that the hard of hearing surpass the deaf in all tests involving numerical and verbal ability. No differences are found between the groups in other measures - problem-solving, spatial ability, mechanical aptitude, dexterity etc. The results show a stronger association between deafness and language disability among the boys than among the girls. Studies of subgroups through latent profile analyses demonstrate the heterogeneity of both the deaf and the hard of hearing groups. Among the deaf low-achievers the analyses reveal a greater proportion of students described as "risks" with regard to complicating disturbances than among the hard of hearing low-achievers. As to cognitive style, analyses of the series of deviations (20 trials) in the Rod and Frame test indicate different adaptive patterns of the deaf and of the hard of hearing compared to a hearing control group. The series of results shows a strong association with other measures, particularly spatial tests. The association is not linear. A group with intermediate results in the Rod and Frame test is superior to the most field-independent group with respect to other measures.

Rodhe, B. Ämneslärarutbildning i Tunisien. /The training of subject teachers in Tunisia./ Pedagogisk-psykologiska problem, No. 266, 1974. - A presentation and discussion of the training of subject teachers in Tunisia in relation partly to the educational policy of Tunisia in general, partly to international trends in the training of subject teachers.

Rodhe, B. & Bergman, E. (Eds.) Skola i invandrarland: En konferensrapport. /School in an immigrant country: A conference report./ Pedagogisk-psykologiska problem, No. 237, 1974. - In April 1973 the Swedish Unesco Council's ASPRO committee arranged a working conference on the theme "School in an immigrant country", a report from which is given here. The situation of immigrant children in the Swedish school is regarded as a touchstone of how far the internationalization of Swedish education has reached - a theme that was taken up in two earlier conference reports, published in the series "Pedagogisk-psykologiska problem" as Nos. 99 and 138. The ASPRO committee has worked in close cooperation with the project "Social development and training" conducted by the Department of Educational and Psychological Research at the Malmö School of Education; the report contains a summary of the internationalization aspect of this project. The material that formed the starting-point for the conference consisted of three lectures by Stig Lindholm, Velta Ruke-Dravina and Bertil Östergren, which are reproduced in the report, together with an account of the discussion that followed the lectures. Among the themes covered in the group discussions were Language and personality and The multicultural society, and the report contains summaries of these discussions. In conclusion the chairman of the ASPRO committee summarizes the results of the conference and gives an outline of what has happened during the year since the conference in the effort to find forms, in Sweden and internationally, for "School in an immigrant country". The appendices provide material illuminating different aspects of the immigrant problem, including an essay by Birgitta Trotzig on Language and identity.

Rodhe, B. & Gran, Bertil (Eds.) New patterns of teacher tasks. Educ. psychol. Interactions, No. 51, 1974. - This is a discussion of new patterns in the teachers' tasks, based partly on experiences in the Malmö region (gained through cooperation between the research activities of the Malmö School of Education and the development work within the city school system).

Rudvall, G. & Teschner, W.-P. Unterrichtsorganisatorische und didaktische Probleme bei interdisziplinären naturwissenschaftlichen Projekten auf der Sekundarstufe I unter besonderer Berücksichtigung der Differenzierung und des Team Teaching. /Problems of organization and didactics in inter-subject projects in science teaching, considering

differentiation and team teaching./ Reprint, No. 174, 1974. - The problems of teaching through inter-subject projects is discussed, drawing upon experiences in some Malmö projects, involving flexible grouping and team teaching.

Röhr, G. Lärarsynpunkter på specialundervisning och elevers utveckling. /Teachers' opinions of special education and pupils' development./ Pedagogisk-psykologiska problem, No. 252, 1974. - The report describes teachers' opinions of special education and pupils' development at two different types of schools, traditionally built schools and open plan schools. The data have been collected by means of questionnaires, where teachers of lower, intermediate and upper levels of the comprehensive school have assessed different approaches to the organization of special education and their value in meeting the needs of different groups of pupils. In addition, the teachers have been requested to rate the effect of the open plan environment on different types of pupils. - The opinions are rather varying in most respects. Special education in separate special classes was in general rated as less desirable than special education by means of temporary aids (temporary intensive training outside the class or, using a "companion" teacher, in the class). The open plan environment was considered to have a relatively negative influence on students with behavior problems, emotional disturbances, and difficulties of concentration. When teachers rated their pupils' general behavior and school motivation, differences between school levels were rather clear (with ratings being more negative for the older pupils), while differences between school types were small (with ratings, if anything,tending to favor the traditional schools).

Sjödahl, L. Informationskällor vid sökning av utbildningsmål för yrkesinriktad utbildning. /Sources of information in goal seeking for vocational training./ Reprint, No. 176, 1974. - In educational planning mapping studies are often of value for establishing adequate goal priorities. In this survey article a number of possible information sources that may be used in such systematic goal seeking are presented and discussed.

Sjödahl, L. Jämförelser mellan frekvenser, absolut och relativ skattning. /Comparisons between frequencies, absolute and relative rating./ Reprint, No. 148, 1974. - In connection with a critical-incident study of the nursing profession the results from applying different operational definitions to the concept "frequency" are compared in an empirical investigation.

Sjödahl, L. Number of judges when scaling attitude items. Reprint, No. 178, 1974. - When constructing attitude scales for measuring patient-centering among student nurses, the author has carried out a series of studies of the techniques of attitude scale formation, one of which is described in this article. Among other things it is shown that correlations between series of scale values from judging groups of varying sizes can be very high, but that we can still get quite a different selection of items for the final scale, depending upon which judging group is utilized in the scaling procedure.

Sjödahl, L. Sjuksköterskans arbete: En begränsad arbetsanalys. /The tasks of the nurse: A limited job analysis./ Pedagogisk-psykologiska problem, No. 264, 1974. - A study has been made of the psychological aspect of the care of patients. The main aim is to gather information that can serve as a basis for the development of study materials that deal concretely with problems that concern the psychological and social situation of the patient. As part of this work a limited job analysis of the nurse's duties has been carried out, including interviews with 172 nurses at medical and surgical wards. The results of these interviews make it possible to formulate some of the curriculum's rather vague goal descriptions more concretely. The episode descriptions that the job analysis has provided can also be used as a foundation for the construction of study materials.

Sjödahl, L. Three indexes for measuring interanalyst agreement in content analyses. Reprint, No. 171, 1974. - In this article, parameters of interest in estimating interanalyst agreement in content analyses are defined, and three indexes for measurement of different aspects of agreement are proposed.

Some 1973 reports and reprints from Malmö School of Education: An annotated bibliography. Pedagogisk dokumentation, No. 23, 1974. - A number of reports and reprints issued during 1973 by the Department of Educational and Psychological Research, Malmö School of Education, are listed with brief annotations or abstracts in English. About 70 references are included. (Earlier annotated bibliographies within the "Pedagogisk dokumentation" series are to be found in Nos. 3, 8 and 15.)

Valind, B. & Pettersson, I.-L. Studier utan lärare: Enkätdata från gymnasister under lärarkonflikt. /Studying without teachers: Questionnaire data from upper secondary school students during a teachers' labor conflict./ Pedagogisk-psykologiska problem, No. 233, 1974. - The present report gives an account of a study made of students' experiences during a Swedish school conflict. During the conflict, questionnaire data were collected from two groups: (a) a random sample consisting of every sixth student in the first and last years of all the Malmö upper secondary schools; (b) a special group, consisting of five classes from the last year of the upper secondary school, who had two years previously taken part in mapping studies carried out as part of the Student democracy project. The questions concerned both the working situation during the conflict and the student influence at the school. There was nothing in these data to suggest that any marked change towards increased student influence had come about during the period between the two studies. In general, the will to organize and pursue studies appeared to have been relatively strong, not least in the last grade. At the same time, a great deal emerged that showed that the students were far too little trained in organizing and taking the responsibility for independent study. It should be possible for the school to do more in the course of normal work to train the students in independent planning and co-planning.

Valind, B. & Valind, L. Student democracy in grades 7-9 and the upper secondary school. Educ. psychol. Interactions, No. 47, 1974. - As part of the project "Student democracy - co-planning at different educational levels", conducted at the Malmö School of Education, a series of studies have been carried out within grades 7-9 and the upper secondary school. Some of the major purposes have been to map attitudes and opinions related to existing and desired forms for student participation and co-influence within the schools; and to investigate features in the process of innovation when new procedures for co-planning are introduced. The present report gives a condensed survey of these studies and their major results. - The students very often felt that there was a lack of information about and from the regular cooperation bodies, and their interest in working in these bodies was often minimal. The reason given for this lack of interest was primarily that the students' influence over important decisions was so slight. Innovations with extended (but still limited) co-influence did not dramatically change this picture, but gave a series of positive effects: the attitude

towards democracy in school and society was influenced in a positive direction in some groups, and many students felt that the general atmosphere of the school had improved.

Valind, B. & Valind, L. Studerandedemokrati på högstadiet och gymnasiet. /Student democracy in grades 7-12./ Reprint, No. 156, 1974. - This is a summary in Swedish of a series of studies on student democracy in grades 7-9 of the comprehensive school and in the upper secondary school. (Cf. the English report, Educ. psychol. Interactions, No. 47, above.)

Valind, L. Några lärarsynpunkter på grupparbete, samarbete och social fostran på grundskolans låg- och mellanstadium. /Teacher opinions on group work, cooperation and social training in grades 1-6 of the comprehensive school./ Pedagogisk-psykologiska problem, No. 232, 1974. - The present study, which has been carried out within the framework of the research project "Social development and training in the comprehensive school", presents interview data from about forty teachers, who had been chosen as particularly interested in group work methodology and other methods within the school likely to promote cooperation. Among other things, the interview data take up different aspects of group work (group size, group composition, group leader, techniques for presentation of results, dealing with conflicts etc.) Further, some comparisons were made with student responses on the same areas, reported earlier by B. Liljegren in the report "Attitudes towards group work and cooperation on different age levels in the comprehensive school" (Pedagogisk-psykologiska problem, No. 173). - The most common group size in grades 4-6 was four students, in grades 1-3 two students per group. The teachers considered it an important principle to have both girls and boys in the same group. The duration of the composition of the groups was usually "more than one piece of group work but less than one term". With regard to other methods than group work for encouraging social training, the teachers referred primarily to activities outside the classroom, such as study visits, school trips, school camp, but also to the value of class councils, discussion lessons and a general right of co-decision. As an example of the differences between the "expert group" in question and a "normal group" of teachers can be named that the "expert group" to a greater degree than the "normal group" let the students participate in the planning processes.

Wetterström, M. Elevinflytande i några organisatoriskt olika miljöer på högstadiet. /Student influence in some organizationally different environments in grades 7-8 of the comprehensive school./ Pedagogisk-psykologiska problem, No. 250, 1974. - In order to illustrate the influence exerted by students in grades 7-8 in three organizationally different environments (here graded from traditionally built schools to open plan schools with increasing degrees of flexibility in organization) as viewed by the students and their teachers, questionnaires were administered to these groups during a period of two years. The main results show no systematic differences between the schools in this respect, despite the different means of organization and working methods used by the teachers in the environments studied.

Wetterström, M. Skoldemokrati på låg- och mellanstadiet: Elevåsikter. /School democracy in grades 1-6: Student opinions./ Pedagogisk-psykologiska problem, No. 241, 1974. - The report contains an account of a series of studies made in grades 1-6 in order to illuminate the attitudes of the students towards co-influence at school. Among the results presented here are suggestions made by students for improving the school, the assessments made by different student groups of their present and desired influence, comparisons between the opinions of teachers and students on these issues, and the development within this area during a two-year period. A more general discussion of the problems of co-influence is also included. Some of the statements made by the students suggest that the decision situations registered can be graded according to the criterion "accessibility for decentralized decision-making". This grading could then form one of the bases on which a program for systematic training in democratic decision-making at this school level could be drawn up. As was expected, the students at Eira School (where student democracy had been especially emphasized in the program) had stated that they had more actual influence than the general group of students; they give only a very small increase in their influence as the ideal situation, however, which indicate that a "saturation point" exists. Comparisons made over the years studied suggest that no noticeable development has taken place during this period as far as student influence in the classrooms is concerned.

Wetterström, M. Student democracy in grades 1-6. Educ. psychol. Interactions, No. 46, 1974. - After a short introductory discussion, results are presented from a series of studies in which headmasters, supervisory teachers, student teachers and different teacher and stu-

dent groups have expressed their views on co-influence in the school - how they experience the situation today and how they would like the influence to be divided in the future. Assessments are reported from teachers and students both at ordinary schools and at more progressive schools. - The results indicate a generally positive attitude towards increased student influence, but also reveal several specific problems that emerge when this attitude is expressed in more concrete terms.

Wetterström, M. Studerandedemokrati på låg- och mellanstadiet. /Student democracy in grades 1-6./ Reprint, No. 155, 1974. - This is a summary in Swedish of a series of studies on student democracy in the junior and intermediate stages of the comprehensive school. (Cf. the English report, Educ. psychol. Interactions, No. 46, above.)

Wetterström, M. "Träna elevdemokrati redan på lågstadiet!" /Student democracy should be trained as early as in the first grades./ Reprint, No. 150, 1974. - This is a brief article discussing some findings from the Student democracy project. In one part of the studies a "normal" group of teachers, teachers from a demonstration and experimental school, and teachers from a school with special experimentation on school democracy expressed their opinions on student influence in a series of concrete classroom situations. In general the teachers themselves made most of the decisions within the class. Systematic differences emerged between the teacher groups, however, corresponding to the expected average position of the different groups on a "progressiveness" continuum. Despite these differences in the degree of actual student influence, a definite pattern appeared among the situations used, so that in all the groups studied these situations were ranked in the same way (from situations in which the students had a greater degree of influence on the decision to situations in which the teacher usually made the decisions alone). In another part of the studies a similar rank order of situations appeared in data from the students. The author maintains that there is good reason to suppose that this grouping of situations provides a suitable basis for a gradual development of the students' ability to make relevant decisions themselves, and that further experimentation within the classroom in developing more systematically such training sequences is an important task for researchers and teachers.

Wiechel, L. Könsrollsupplevelse som samverkansbarriär. /Sex-role perception as a barrier to cooperation./ Reprint, No. 163, 1974. - This article summarizes a study in which sex-role perception among children is analyzed. A number of measuring instruments for sex-role perception and assessment of cooperation readiness between the sexes have been developed. In addition, two models for applying influence have been designed and tested. One of them concentrates on discussions and information based on texts and pictures; the other makes use of role-playing techniques. Six classes in grade 4 and six in grade 6 participated in these experiments. - Some examples of the results: The programs have had an effect in the intended direction: the groups exposed to the influence have changed and become more ready to cooperate and more inclined to reject a stereotype picture of traditional sex roles. The girls showed a greater degree of readiness to consider the sexes equal and a tendency to express a greater readiness to cooperate. There is good reason to assume that the influencing effect would gain from a combination of the two types of program.

Zachrisson, B. Granskning och utvärdering av specialstudier utförda vid utbildning av lärare i vissa ämnen inom området industri och hantverk. /Examination and evaluation of student research essays in teacher training within the area of craft and industry./ Pedagogisk-psykologiska problem, No. 247, 1974. - This report contains results from an examination of 457 essays written by teacher students within the area of craft and industry. The purpose of this investigation is twofold: (1) To identify essays of potential use for teacher training and vocational training; (2) To study correlations between essay proficiency and student background data. - An organization model and some advice to teachers and students on the subject are given at the end of the report.